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ABSTRACT

One of 33 self-paced instructional modules for an industry services leadership development (ISLD) program, this guide provides the information needed for using the ISLD modules and is primarily designed for use by instructors and supervisors who will manage the use of the modules in various training situations. (The ISLD modules are designed as tools for a comprehensive program to train professional level personnel to provide guidance in the performance of manpower services by public agencies to new and expanding private industry.) The informational content of this guide covers (1) Scope of Leadership Development Program, (2) Roles of Program Instructors/Supervisors, (3) Roles of Learners, (4) The Self-Paced Instructional Modules, (5) Managing the ISLD Modules, (6) Planning Group-Paced Workshops, (7) Obtaining Modules and Assistance, and (8) List of ISLD Modules. Appendixes include definitions of terms, sample master progress chart and course rules, sample industry services certificate, sample conference agenda, and sample form for evaluating perceptions toward the ISLD program. (HD)

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INDUSTRY SERVICES LEADERSHIP DEVELOPMENT PROGRAM

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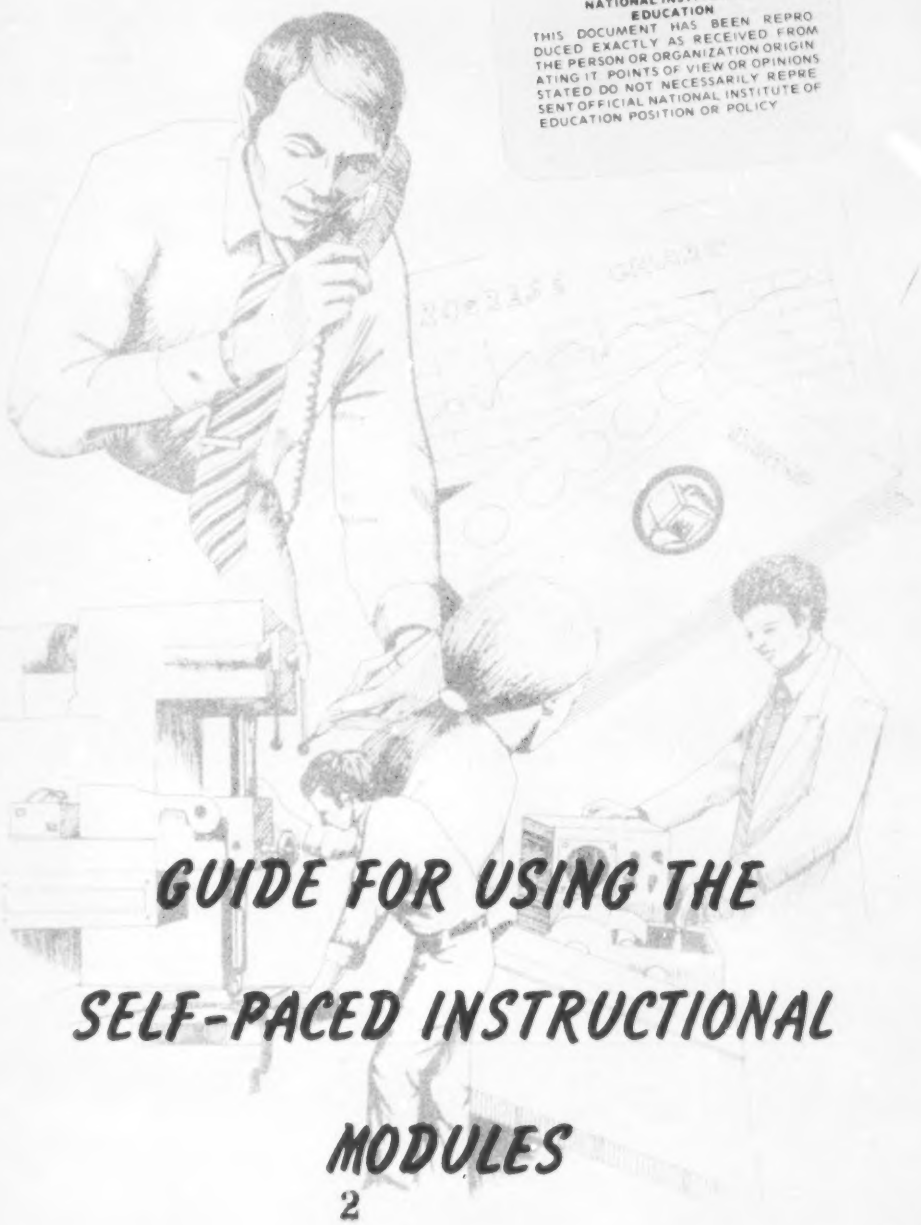

GUIDE FOR USING THE SELF-PACED INSTRUCTIONAL MODULES

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PREFACE

WHY INDUSTRY SERVICES LEADERSHIP DEVELOPMENT?

Mississippi, along with other southern states, has attempted to provide an intensified program of training services for new, expanding, and existing industries. During recent years, almost every community in Mississippi has been affected by industrial growth. This growth created a critical need to prepare skilled and knowledgeable workers for new or broader career opportunities resulting from industrial expansion.

Providing effective industry services for new and expanding industries requires leadership knowledge, skills, and techniques on the part of those who provide the services. Quick, efficient response to industry's training needs is paramount to the success of industry services programs. In an effort to provide additional insight into and knowledge of industry services, the Research and Curriculum Unit at Mississippi State University has developed a series of self-paced instructional modules for industry services leadership development (ISLD). The ISLD modules are based upon a foundation of research and experience in operating industry services programs. The module format is based on currently accepted curriculum practices.

The documentation of the competencies needed by industry services leaders should boost efforts in vocational-technical education to prepare state, area, and local personnel to plan and conduct effective training programs for industry.

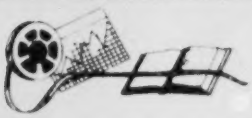
The ISLD modules are designed to complement the performance-based vocational-technical teacher education (PBTE) modules which have been produced by The National Research Center for Vocational Education at The Ohio State University. Assistance in developing the ISLD module format was obtained from personnel who were engaged in field testing the PBTE modules.

PROCEDURES

This guide provides the information needed for using the ISLD self-paced instructional modules. It is primarily designed to be used by instructors and supervisors who will manage the use of the modules in various training situations. However, persons using the modules to develop competencies (the learners) might also receive benefits from reading the guide.

Study the guide until you feel adequately informed regarding the ISLD program. It may be helpful to first read module number I-A, **Introduction to Industry Services**, to avoid a misunderstanding of information presented. You may also want to study the definitions of terms found in Appendix A.

There are no prerequisites for completing this guide. However, module number VIII-G, **Setting Up Learning Centers for Industry Services Programs**, will assist you in planning to use the ISLD modules. Also, module number VIII-E, **Developing Training Manuals**, will provide an excellent look at the format of the ISLD manuals.



SUPPLEMENTARY MATERIALS

You should have a complete set of the 33 industry services leadership development modules for use while reviewing this guide. A thorough knowledge of both the format and content of the modules is essential to their implementation in leadership development programs.

Other references which may be used are as follows:

* Butler, F. Coit. **Instructional Systems Development for Vocational and Technical Training**. Englewood Cliffs, New Jersey 07632: Educational Technology Publications, 140 Sylvan Avenue, 1972.
* Duane, James E. **Individualized Instruction–Programs and Materials**. Englewood Cliffs, New Jersey 07632: Educational Technology Publications, 140 Sylvan Avenue, 1972.
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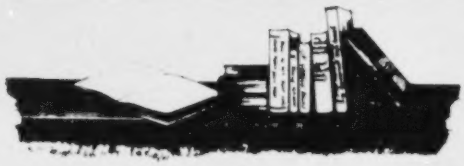
* Jansen, Ralph F. **Supervisor's Guide to Successful Maintenance Training**. Barrington, Illinois 60010: Technical Publishing Company, 1301 South Grove Street, 1976.
* Mager Associates, Inc. "You Can Hear the Learning Happen." Filmstrips and Tape. Altos Hills, California 94022: Mager Associates, Inc., 13245 Rhoda Drive, 1974.
* Postlethwait, S. N.; and Novak, J. **The Audio-Tutorial Approach to Learning**. Minneapolis, Minnesota 55435: Burgess Publishing Company, 7108 Ohms Lane, 1972.
* The Center for Vocational Education, The Ohio State University. "Performance Based Curricula Program." Columbus, Ohio 43210: The Center for Vocational Education, 1960 Kenny Road, 1977.

OBJECTIVE

After reviewing the information presented in this module, you should be able to successfully conduct a training program in which the modules are used as a principal instructional resource.



INFORMATIONAL CONTENT

Read the information presented on the following pages. If you have any difficulty with understanding the information presented, you may contact the Coordinator of Industry Services, Research and Curriculum Unit, Mississippi State University.

I. INTRODUCTION TO INDUSTRY SERVICES LEADERSHIP DEVELOPMENT

A. **Introduction.** This module describes an innovative program that will give vocational-technical education a significantly increased capacity to improve the preparation of state, area, and local leaders in planning and operating industry services programs. This module gives direction for use of the industry services leadership development (ISLD) modules. The ISLD modules are designed as tools for a comprehensive program for training professional level personnel for leadership roles in industry services.

A rather recent phenomenon of industrial growth in the southern region of the United States has increased the need for this type program. In Mississippi, manufacturing and related service oriented occupations have soared in recent years, gathering momentum in the 1950 s and rapidly expanding in the 1970 s. Other southern states have experienced similar industrial growth during this same period.

One of industry's main considerations before relocation or expansion is the quality and quantity of available labor force. Employment level of labor is tied directly to vocational-technical education; hence, vocational-technical education is considered to be a key aspect of any industry services program.

Several southern states utilize expertise in several existing agencies in providing services to new and expanding industries. Notable are Mississippi, Florida, and Oklahoma in following the "multiple-agency" approach. The agencies involved in industry services include the state department of education, state employment service offices, local educational institutions, and industrial development organizations. Since a trend seems to be developing toward the "multiple-agency" approach, the ISLD modules are directed toward the following target groups:

1. Prospective leaders at the state and local levels needed to plan and operate industry services programs.
2. Leaders presently working in industry services programs who already employ a variety of competencies, but who need upgraded and expanded competencies especially in planning, training materials development, conducting industry training programs, evaluating training programs, and coordinating interagency-industry activities in local settings.

B. **Nature of Industry Services Programs.** A comprehensive industry services program includes at least three major functional concepts: job creation; job training; and job placement. The majority of the ISLD modules are focused on job training. However, all modules are indirectly related to job creation and job placement.

Job creation is the development of occupational opportunities in the local community as a result of expanded efforts at the industrial location and the associated expansion of sales and services. Some people narrowly define the job creation function as a sort of "seek-and-find" mission by which industries are induced to locate or expand in a particular location. Such a narrow definition reduces it to a sales or publicity pitch, a role which may appear to reap success over a short term. However, over a longer period of time where there is regulated community growth and progress, job creation includes such activities as establishing contacts and relationships with community agencies, and interpreting industry

services policies and practices to the public.

Job training is the process by which people acquire necessary performance competencies in order to move into increasingly higher level jobs.

Job placement comprises all the activities carried out to place people, once trained, into jobs. Hence, jobs, once created, must be filled. Training, once completed, must be rewarded by satisfactory employment.

C. **Broad Classifications of Industry Services Programs.** Industry services leaders are required to administer at least three different types of training programs.

Pre-employment training for new industry is normally conducted for prospective employees for new industries. Following an announcement of the decision to build a new plant, or to move into an existing facility, prospective employees are recruited, screened, and referred to the local training institution. Simultaneously with the announcement of the decision to locate a plant, a research and curriculum center may be alerted to begin development of training manuals and supportive training aids. Instructional materials specialists "custom" design the instructional materials according to precise industry skills requirements. The instructional materials specialists may also train instructors, assist in conducting the training program, assist in monitoring the progress of the learners, and assist in evaluating the entire process.

Pre-employment training is provided to train new or additional employees **for an existing industry** entering an expansion program. The client company may be experiencing regulated growth, or may be reacting to anticipated market demands brought on by any number of different forces operating in the economy.

Up-grading training is provided for present employees in an existing industry which may be contemplating greater degrees of product quality control, entering an expansion program, experiencing normal growth, or adapting to changes resulting from technological advances.

Services provided directly to specific industries are usually short-term, have tight target dates, and are focused on relatively small groups of trainees. The training may occur in-school, in-plant, in another facility, or in combinations of these. The

excellent prospect for employment immediately following training is a positive force in industry services programs. There is a growing belief that improved industry services programs can be powerful factors in community development.

D. **How ISLD Modules Were Developed.** The ISLD modules are designed to provide job-relevant instruction to personnel who now have, or expect to have, the responsibility of providing training services to new and expanding industries. The modules focus on competencies (tasks) which are normally required in providing industry services.

The following procedures were used to develop/validate the modules:

1. A state-of-the-art study of industry services in seven states was conducted by letters of correspondence, telephone conversations, interviews, and reviews of literature. This resulted in framework information which was used to plan and conduct an advisory panel meeting.
2. An advisory panel of 11 leading experts in industry services from four states met to define the scope and focus of the leadership development program for industry services.
3. An inventory of competencies required for providing industry training services was developed for the purpose of surveying a large number of specialists in industry services.
4. The competency inventory was mailed to a sample of industry services specialists in three states to obtain their ratings of the importance of each competency identified by the project staff and the advisory panel.
5. The survey data were analyzed and the competency list was ranked by relative importance.
6. Then, the competencies were grouped by relative importance into three categories: upper 25%; middle 50%; and lower 25%.
7. Generally, modules were written for competencies which fell above the lower 25% level of importance. However, certain competencies were combined when there was overlap. Modules were written for certain competencies which were considered to be critical to providing effective industry services, even though the competency ratings were below the cut-off line.

8. Field-test copies of the modules were written around a standardized format for efficient development and uniformity of results.
9. The modules were field reviewed by the 11 advisory panel members during a three-day conference. Six teacher educators spent three days reviewing the modules. Finally, 11 local coordinators of industry services programs spent three days reviewing the modules. Numerous suggestions concerning the format and content of the field-test modules were made during the field review meetings.
10. The field-test versions of the 33 modules were revised and produced in final form.

II. SCOPE OF LEADERSHIP DEVELOPMENT PROGRAM

The ISLD program is comprised of 33 self-paced instructional modules, including the guide you are now reading and an introduction to industry services. Each module is based on a single task, or a set of closely related tasks, which must be performed in providing industry services. Each module, individually bound for study convenience, contains 20-40 pages of instructional material. Certain modules may be used in conjunction with other modules and specific references to other modules are noted in the contents.

The learning activities contained in the modules provide opportunities for acquiring "entry-level" competencies in carrying out industry services responsibilities. Most of the modules will require about two hours study time to complete the preparatory learning activities. Varying amounts of time will be required to complete the check-out activity in a real work situation. The primary emphasis is on developing basic knowledge, skills, and attitudes concerning the various aspects of industry services. Each learner should take whatever time necessary to complete the module in order to become competent.

Each module contains concise information on the task (s) covered. Practical experience references are often blended into the information. Every effort has been made to show how the information relates to real work situations.

The modules should provide a strong basis for establishing local policies and guidelines for industry services programs. In certain situations, there are possible alternate procedures or solutions to problems suggested. However, there are situations when only one procedure is presented based upon experience or established practices.

III. ROLES OF PROGRAM INSTRUCTORS/SUPERVISORS

The ultimate success of any program of instruction depends upon the extent of leadership provided by the instructor or supervisor. This rule applies equally to the ISLD program. The ISLD modules are the tools needed for developing effective training programs for industry services personnel. Although the modules are self-instructional, the learners may need continuous guidance and assistance in their use. The instructor or supervisor should be readily available to provide opportunities for interpersonal and group discussion activities when the need arises. Specifically, your responsibilities as an instructor or supervisor for the ISLD program will be as follows:

A. Administrator of the ISLD modules
B. Learning manager for the individual or group
C. Resource person for learning activities
D. Assesser of learning difficulties
E. Provider of alternative learning activities
F. Evaluator of learner performance

Depending upon methods used, completion of the ISLD modules may be managed by a state supervisor of vocational-technical education, a state curriculum coordinator, a local administrator of vocational-technical education, a director of a local government agency, a director of an industrial development association, a teacher educator, or an industry manager. When possible, it is recommended that the person who can best relate the instruction to real work situations assume the responsibility for implementing the modules.

IV. THE ROLE OF LEARNERS

A. **Interest and motivation.** The ISLD self-paced instructional modules place the primary responsibility of learning on the program participants. Each module contains motivational information. However, it is assumed that the learner has a need for the instruction and is properly motivated to complete those modules selected. Probably the most appropriate time to effectively use the modules would be immediately after an individual has been assigned to work in a real situation that requires the

performance of the tasks covered by the modules. The modules provide immediate rewards for the learner through the use of self-tests, practice performance exercises, worksheets, and performance checklists. These items serve to reinforce learning and increase motivation.

B. **Obtaining the maximum from self-instruction.** The mastery of knowledge and skills is enhanced by a planned, deliberate approach to learning. A quick review of each module is usually not sufficient. The learner should follow the instructions carefully and complete whatever parts of the module are needed in order to prepare for the actual task performance. Every effort should be made to have the learner perform the task covered in the module in a real work situation. However, there will be occasions when performance in the real work situation will not be possible, and practice performance is more applicable.

A schedule of modules to be completed by each learner should be established. This schedule should include all modules which are directly related to the tasks most likely to be performed on the job by the program participants. Other modules may be added to the schedule if time permits, or if the participants are interested in obtaining additional competencies.

Each module completed becomes a valuable permanent reference booklet for the participant. The learner may write answers to self-tests in the spaces provided in the modules. Worksheets may also be used to provide written responses to instructions and questions provided in the modules.

Complete sets of the modules are packaged in a neatly designed box. Each module has a number on the cover for easy retrieval and identification. However, the module numbers do not necessarily indicate a fixed sequence. There are no set prerequisites for completing any module. However, a given module might be more effective when used prior to other modules for certain learners (depending upon their needs). A module which is directly related to another module is so indicated in the contents.

The ISLD modules are self-paced, which allows the learner to complete them at his/her own pace. Since few adults have enough time after work hours to complete many assignments related to their work, it is suggested that time be allowed for

the learner to complete most of the modules during regular working hours.

V. THE SELF-PACED INSTRUCTIONAL MODULES

A. **Principles of self-paced instruction.** Every learner differs with regard to interests, abilities, knowledge, and attitudes. Not all learners need, want, or can profit from the same instruction. The length of time needed to acquire skills differs with each individual, e.g., the degree of skills desired.

The ISLD modules clearly define the knowledge, skills, and attitudes needed by personnel involved in industry services programs. Objective criteria were established for determining when a person may be considered competent in performing the tasks.

Each ISLD module consists of a series of learning activities in which the learner progresses from a level of skill at the time of entry to a proficiency level specified in the module self-test, checklist, and worksheet. Each module contains an instructor-checked practice performance activity, and a final check-out performance in a real work situation.

The learners in the ISLD program may be required to examine each module. But, they should only be required to complete the modules (and sections within each module) directly related to their needs and aspirations. However, it is very important for each learner to demonstrate competency on each task to be covered in the instructional program. Competency demonstration may be accomplished on the job. If it is not possible to obtain evidence of this competency on the job, the "second best" demonstration is by completing the practice performance learning activity in the module. Evidence of previous performance is difficult to assess except by having the learner repeat it in a case-study or actual work situation.

The modules provide for competency demonstrations in the case-study or actual performance situations. Quite often the two methods are nearly identical. The instructor or supervisor must judge which method is most practical in the particular program situation.

B. **Description of ISLD modules.** Each module is composed of the following components: (1) instructions to the learners; (2) a learning activity covering the task information; (3) a learning activity for practice performance; and (4) a check-out activity for performance in a real work situation. A learner self-test is provided at the end of the learning activity on task information. It is actually a part of the learning activity and serves to reinforce learning. It is not intended to be graded. The learner self-test could be adapted slightly and used as a module pretest or a module post-test on the information covered. However, a knowledge test should not be construed as complete evidence of task competency.

For more detailed information on module components, review the layout of several of the modules. A review of a few of the modules will help you get the "feel" for construction of the modules.

Each module contains two sequential learning activities and a final check-out activity. The **First Learning Activity** is designed to provide the needed task information. The **Second Learning Activity** is designed to give the learner an opportunity to apply that information in a practice situation. The **Check-Out Activity** is the final learning activity. It provides an opportunity for the learner to perform the module task in a real work situation.

A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided in each module to help determine when each objective has been accomplished. Additionally, case-study information is provided in most of the modules to guide the learner in completing the learning activities. The case-study information provides the background industry information needed for completing many of the practice learning activities.

A **Performance Checklist** is included in each module. It is used by the learner and the instructor/supervisor to assess progress.

The module **Objectives** specify precisely what should be accomplished by the learner upon completion of the module. The module **Introduction** explains the importance

of the task in providing industry services.

After reading the **Objectives** and the **Introduction**, the learner is able to determine how much of the module will need to be completed before the **Check-Out Activity**. The learning activity on task **information** specifies that the learner should study the information presented along with any optional supplementary readings. After reading the materials, the learner demonstrates knowledge of the task by completing the **Learner Self-Test** which follows the information section. The learner evaluates his/her knowledge by comparing self-test answers to the **Answers to Self-Test**.

The learning activity on **practice performance** specifies what the learner must do to practice performing the module task. Usually, case-study information is reviewed, and the learner uses a worksheet to respond in writing to several questions about the case-study situation. Completion of the worksheet requires many of the verbal decision-making, communication, and coordination skills that the industry services leader applies in an actual work situation. The learner evaluates his/her performance in performing the exercises by using a performance checklist. The performance checklist criteria for the practice situation are usually identical to the criteria specified for the real work situation.

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The check-out activity is intended to be conducted in an actual **on-the-job situation**. It is the ultimate test of whether or not a person can perform assigned tasks in industry services programs. It fills the gaps when the actual task cannot be fully demonstrated in the practice situation. Again, success criteria for task performance in the real work situation are provided in a performance checklist included in the module.

If the necessary background information has already been acquired, it is not necessary to complete the information learning activity. If the learner has had previous practice in performing the task, it is not necessary to complete the practice performance learning activity. Instead, with the approval of the instructor or supervisor, the learner may choose to proceed directly to the check-out activity and perform the task in a real work situation. However, if it is not possible to perform the task in a real work situation, the learner may be required to complete the practice performance learning activity in order to demonstrate competence in performing the task.

The **Learner Self-Test** is an important part of the first learning activity (task information). It is not intended as a means for grading the learner. Rather, it is designed to reinforce learning and provide a means for the learner to assess his/her progress before performing the task in a practice or real work situation. Learner grading or certification should be based on the quality of work completed in the practice or real work situations. Each module **Performance Checklist** provides a means for rating the practice or real work activities. Space is provided in the checklist for adding additional rating criteria when necessary.

It is estimated that each module will require two hours of individual study through the practice performance exercises. Additional time may be required to complete the specified task in an actual work situation. A complete list of the modules to be completed by each learner should be developed. The modules may be issued one at a time or by related groups of modules.

C. **Flexibility in use.** The ISLD self-paced modules are highly flexible and adaptable to a variety of instructional situations. They may be used by individuals, small groups, and large groups in actual work situations, conferences, seminars, workshops, and university or college courses. The complete set of modules may be used in the sequence designated, or a portion of the set may be used and the sequence altered. They may also be used as a library of ready references whenever anyone needs them.

The ISLD modules are self-paced for individualized learning. They are also

suited to more highly structured, leader directed group presentations. In fact, each module would serve as an excellent lesson plan or conference outline on various industry services topics.

D. **Need for individual or group input and discussion.** Should you follow primarily the self-paced, individualized approach to implementing the modules during a workshop, conference, or course, it will be necessary to incorporate occasional group activities into the instructional activities. It is recommended that these group activities be held for at least 15 minutes every two-hour block of time. The reasons for the group activities are to get people acquainted with each other, to emphasize instructional goals, to solve problems affecting the group, to stimulate interest in the learning activities, to elaborate on module information, and to break the monotony of reading and responding to module directions. Group discussions should not be haphazardly planned. The instructor or supervisor of the ISLD program should carefully construct discussion questions which will facilitate learning directly related to the module tasks.

It would also be appropriate to permit groups of two to five persons to study the modules collectively, discuss appropriate points, and bring discussion questions to the larger group. It should again be emphasized that the modules are flexible in their use. For example, the instructor may choose to use the modules totally in a group setting. In this case, the module objectives, learning activities, and self-test could serve as a basis for agenda topics and lesson plan outlines.

Of course, it is unlikely that a conference or workshop would provide ample time for covering all module information. In such cases, it would be necessary to carefully select those modules which could feasibly be obtained and which would be of most benefit to the participants.

E. **Use of ISLD modules in college and university courses.** Perhaps one of the greatest potential uses of the ISLD modules is in preparatory and graduate courses in occupational education. Although certain modules are particularly directed toward industrial education, most of them could be used effectively in courses of study in other vocational-technical teacher education courses. For example, seven ISLD modules

on preparing training materials would be appropriate for use in a curriculum development course. Several modules on establishing contacts and relationships with industry and community agencies could be used in a course on public relations. Again, it would be necessary to select those modules that have the most application in the specific course of study. The sequence in which the modules would be used, as well as the type method of use (e.g., group-paced, or self-paced), would be determined by the instructor.

The modules appear to have particular application for forming courses of study which are directly applicable to the needs of instructors, supervisors, and administrators already on the job. The modules are based on a rigid analysis of the skills needed by industry services leaders in actual work situations. Those who are contemplating college or university extension courses for their institutional/agency personnel may select desirable modules to be included in the courses. Those who enroll in the courses should be allowed to assist in selecting specific modules for the course. In summary, ISLD modules could be used to custom design specialized courses to meet local industry services leadership development needs. It would be necessary to have the courses approved by the state division of vocational-technical education as part of instructor/administrator certification requirements.

Several projects have been conducted in recent years to develop instructional materials for vocational-technical teaching education programs. One noteworthy project is the performance-based teacher education (PBTE) modules developed by The Center for Vocational Education at The Ohio State University. The PBTE program consists of 100 self-paced instructional modules. Each module is designed around a teaching competency identified through extensive research at The Center. Some of the PBTE modules may be used in conjunction with the ISLD modules if additional information and learning activities are needed.

The Center's modules would have particular applications when a more indepth training program for instructors is desirable. Although there are some unique differences in the formats of the PBTE and ISLD modules, the design of learning

procedures are very similar. More information about the PBTE modules may be obtained from The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

VI. MANAGING THE ISLD MODULES

A. **Initiating a training program.** Before initiating a leadership development program, you must first become thoroughly familiar with both the format and content of the ISLD modules. Preview all ISLD modules, and review this users guide closely to learn how to implement the modules in various situations. Interview those who will participate in the training program to determine which modules will be used. It may be desirable to consult with the coordinator of industry services at the Research and Curriculum Unit, Mississippi State University, for additional assistance in using the modules.

B. **Selecting modules.** One of the first steps in effectively implementing the ISLD modules is to determine which modules are needed by the learners. This may be determined through interviews with the prospective learners concerning past experience, and future involvement in industry services assignments. Also take into consideration the tasks to be performed by the participants following the completion of the ISLD program. The difference between the skills already possessed by the prospective participants and the skills needed represents the modules which should be included in the plan of instruction for each participant.

C. **Securing modules and supplementary teaching/learning aids.** Modules to be completed must be available when needed by the learner. It is suggested that each person be allowed to keep each module completed for a permanent reference. This means that the module learner self-test may be marked by the learner and other appropriate notes may be made in the module.

A copy of the reference books and other supplemental teaching/learning aids listed in certain modules should be readily available for use by the learners. The instructor should set up a library of supplemental materials listed in the various modules. Each citation includes an address from which the resource can be obtained. Of course, the instructor may add other items, or substitute items if appropriate ones are available.

D. **Instructional procedures.** Each module to be used in the ISLD program should be carefully reviewed for instructional procedures and content. Before starting the program, meet with the learners and explain the usual procedure to follow in successfully completing each module. Explain the roles of the learner and the instructor during the ISLD program.

During the program, meet with each learner as needed to reinforce learning, provide supplementary instruction, and assist in solving problems encountered. The option of supplementing any module with additional teaching/learning aids is available.

There are no exacting steps required to get the most from the ISLD modules. Individual situations should determine procedures. The more guidance and assistance given to learners, the more profitable the modules become. Every opportunity should be taken to provide local examples of industry services activities. Every effort should be made to direct parts of the learning activities to actual work situations.

E. **Recording progress of learners.** Learners should be credited for work completed. One effective way to provide a record of ISLD modules completed by individuals or groups is by using a progress chart. The benefits from using a progress chart are multiplied in self-paced instruction. Progress should be charted for completing different modules at different times. This will aid in motivation as well as indicating trouble spots. Group or individual discussion and counseling sessions may be planned to correct problem situations and to reinforce learning.

An example progress chart is shown in Appendix B. Space is provided for recording module titles, learner names, and module starting and completion dates. Information on how to use the chart is also provided in the Appendix.

F. **Conducting the ISLD program.** Each module is designed to take about two hours to complete the information learning activity and the practice performance learning activity. More time would be required if the instructor or supervisor chooses to implement the check-out activity in an actual work situation. Sessions should be arranged so that the learner can complete at least one module without a break in

continuity. Other sessions would be scheduled as necessary to allow the learner to complete all the designated modules. If the modules are being implemented in an on-the-job situation, a two-hour block of time may be set aside once or twice each week for completing the modules. Or, the person may complete a module as the particular task is assigned. If the modules are used in a conference or course situation, the instructor should avoid long periods of individual study without breaks and group activities.

G. **Certifying graduates of ISLD programs.** The educational accomplishments of each program participant should be recognized. The presentation of certificates of achievement to each person who completes the modules designated for the workshop, seminar, or course provides tangible evidence of what each learner has accomplished. The certificate of achievement is an incentive to complete the requirements of the ISLD program. A sample certificate is shown in Appendix C. Additional copies of the certificates may be obtained from the Research and Curriculum Unit at Mississippi State University.

Depending upon the type program conducted, a time should be set aside for a formal presentation of the certificates by the school superintendent or college president, the agency director, or other appropriate official. The presentation of certificates is most beneficial to all concerned when planned separately from on-going instructional activities.

Grades for completing the ISLD program would only be given in situations which require such a record, e.g., graduate courses. Competencies should be certified only when the learner has successfully demonstrated the competencies in the designated modules. However, the instructor or supervisor is at liberty to establish the modules to be completed, whether or not the module check-out activity is feasible, and whether or not all the module learning activities must be completed.

VII. PLANNING GROUP-PACED WORKSHOPS

The ISLD modules are designed to acquaint personnel with the information and skills required to provide efficient, effective industry services programs. Reviews of

the modules by 24 industry services leaders at the state and local levels, and six teacher educators with experience in the competency-based approach to professional training, clearly indicate that the modules contain a wealth of essential information. The reviews have also demonstrated that many hours of instruction are included in the modules. A one-day workshop would only provide enough time for an overview of the ISLD program, a quick inspection of all the modules, and completion of two or three modules.

However, an effective one-day workshop could be planned without an in-depth exposure to the ISLD information and skills. Modules needed by the participants could be taken home and used when they are assigned industry services tasks.

For a more in-depth exposure to the ISLD program, a four or five-day workshop would be more suitable. Of course, more time would be needed to complete all 33 modules. However, it is highly unlikely that any particular group would need to complete all 33 modules. The added time would allow for an orientation to the ISLD program, completion of the module learning activities, and group discussions. Non-essential modules could be taken home by the conference participants and completed as needed on the job.

A sample workshop agenda is shown in Appendix D. It is designed for a group which felt that additional information and skills were needed for determining training needs and obtaining commitments from various agencies to provide the necessary training services. The group also was experiencing difficulty in preparing for and monitoring training programs. The workshop agenda is designed to implement the modules which most nearly meet the needs of the group. Ample time is provided for an exchange of information among the participants.

Programs of ihstruction may be designed to solve specific problems of local school training groups, industry training groups, state vocational-technical education personnel, industrial development groups, and other agency personnel charged with industry services responsibilities.

VIII. OBTAINING MODULES AND ASSISTANCE

The ISLD modules may be obtained from the Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, Mississippi State University, Mississippi State, MS 39762, Telephone (601) 325-2510.

There is no charge for the set of 33 ISLD modules for interested persons or groups in Mississippi. The modules are available to out-of-state groups for $50.00 per set. Single modules cannot be obtained.

If you need assistance in planning workshops, conferences, or courses, contact by letter or telephone the Coordinator of Industry Services at the Research and Curriculum Unit, Mississippi State University.

IX. LIST OF ISLD MODULES

Listed on the following page are the 33 modules which are available to groups or individuals. Each module is numbered. The number on a given module corresponds to the number in the outline which follows, e.g., module number II-A, **Speaking to Industrial and Community Groups.**

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

SUMMARY

A review of the information presented in this module should have prepared you for implementing the modules in an instructional program. You may be given an assignment to conduct a workshop, teach a course, or work individually with one or a few persons on the subject of designing and conducting industry services programs. You can use the ISLD modules as instructional vehicles. The following activities must be completed in order to implement the modules: (1) determine who will be participating in the learning activities; (2) acquire one or more sets of the ISLD modules; (3) determine modules to be used in the instructional program; (4) acquire at least one set of supplementary materials suggested for each module to be used; (5) schedule an initial meeting time and place; (6) conduct the initial meeting; (7) plan the schedule and sequence for learners to complete the modules; (8) manage the learning activities and check-out activities; and (10) present certificates to those completing the prescribed program of study.

The ISLD modules provide for evaluating the cognitive growth of the individuals. The modules also provide methods for determining the competency levels of individuals in performing the industry services task. The perceptions of the learners toward the ISLD program should also be determined. You may develop your own instrument for evaluating the perceptions of the participants toward the ISLD program. An example instrument which has been used successfully by the Research and Curriculum Unit for evaluating perceptions is presented in Appendix E.

APPENDIX A

DEFINITIONS OF TERMS USED IN ISLD MODULES

Agricultural and industrial board. A state agency which promotes the development and creation of jobs in agriculture and industry in a state.

Case study information. Example information about an industry for use in completing practice performance learning activities.

Chamber of commerce. A council of business, industry, and public agency representatives that promotes community development. Industrial services is usually one function of a chamber of commerce.

Check-out activity. Performance of a designated industry services task in a real work situation.

Client company. A designated private industry for which industry services are offered.

Competency. A skill or ability which shows readiness to perform in actual situations. Often used interchangeably with task performance.

Employment service. The district or state public agency which tests, counsels, and refers job applicants to training programs and employment sources.

Industry. Any particular branch of productive manufacturing and service-oriented enterprises.

Industry services. Work performed by a public agency or educational institution which is directly related to manpower selection, screening, training, and evaluation of training efforts for private industry.

Industry services leader. Any individual in a local school system or district or some other public agency who has primary responsibility for the performance, coordination, and/or supervision of tasks related to industry services.

Information. A description of the knowledge, principles, and responsibilities related to a task which are necessary for successful competency development (task performance.)

In-plant training. Learning activities conducted for workers in the facilities of private industry after employment.

Job. The duties and tasks actually performed by a person after employment.

Learner self-test. A checkpoint exercise to show learner progress. Used mainly by the learner for feedback and reinforcement of learning.

Learning activity. A sub-unit of work to be completed which serves to prompt a positive predetermined behavioral response.

Local agency. Includes school district, employment security commission office, industrial development groups, board of supervisors, and city/county government departments.

Module. A unit of instruction which focuses on one task or a few closely related tasks. A module is self-paced, providing for instructional content, procedures for learning, and evaluative information. A module is also flexible in that it can be used as a basis for group-paced, leader-directed learning activities.

Objective. A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It states the testing condition (situation) confronting the learner, the specific performance expected of the learner, and the standard of acceptable performance.

Parent plant. The location of corporate offices and/or existing production resources which support or parallel production activities in a new or expanding industry.

Performance checklist. A list of criteria or standards upon which the learner is judged upon proceeding through and completing the performance test. Usually contains a rating scale and instructions for rating.

Post-secondary level training. Training in a junior college or community college facility.

Pre-employment training. Learning activities conducted for prospective employees by the educational institution.

Secondary level training. Training in a high school (grades 10-12) facility administered by a local school district or county.

Self-paced instruction. Development of knowledge, skills, and attitudes by one's own efforts through study of designated instructional materials.

Standards (or criteria) of performance. What an instructor or supervisor will accept as evidence that a task has been successfully completed.

Start-up training. Training activities for prospective employees who will perform initial manufacturing and service oriented tasks in a new plant or an expanding plant department. May also include initial on-the-job training.

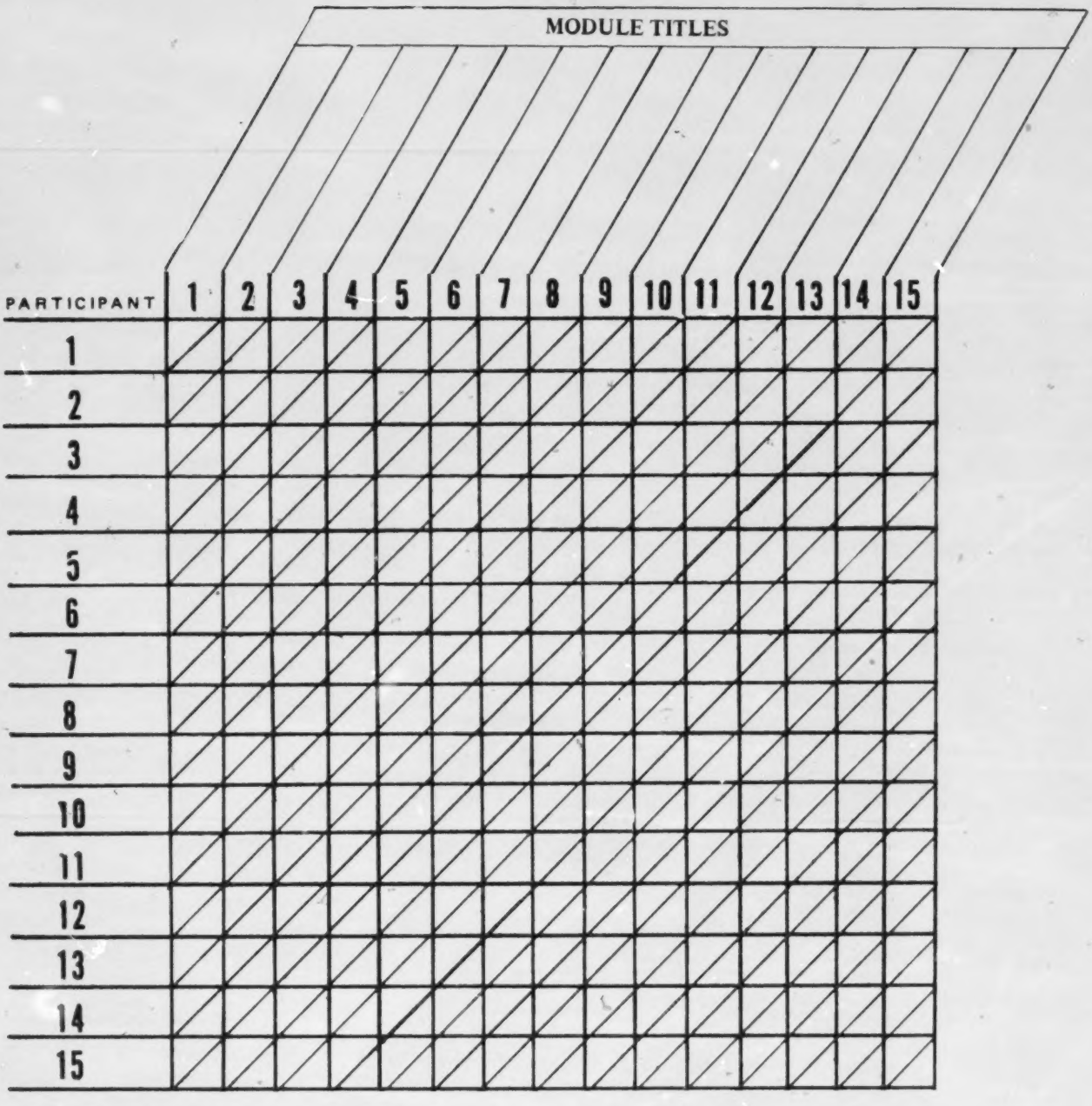
State agency. Includes the division of vocational-technical education, research and development centers, employment security commission, agricultural and industrial board (s), economic council, industry and commerce department (s), and labor department.

Task. A unit of work activity or operation that constitutes a logical and necessary part of a job.

Vocational-technical curriculum and research unit. A state center which develops and distributes training manuals and other curriculum materials; and conducts evaluations and other research in in vocational-technical education.

APPENDIX B

SAMPLE MASTER PROGRESS CHART



NOTE: See sample course rules on the following page for instructions on how to use this chart.

APPENDIX B (Cont.)

SAMPLE COURSE RULES*

1. You may begin study at either Performance Objective Nos. 1, 2, or 3. (See course map.) Progression from that point is indicated by arrows. Example: Before beginning PO #9, all preceding objectives must have been successfully completed; however, from #5 you may proceed to either #6 or #7.

2. If, after reading the objective, you feel you can demonstrate competence without studying the resources, take the criterion-referenced measure for that objective. However, if you are only guessing, better save everyone's time and study the resources.

3. The resources listed are designed to prepare you for attaining the particular objective under which they appear. It may be unnecessary for you to study every one. The ones you study are optional, except those marked with an [R], in which case that resource is mandatory. If resources so marked are activities other than reading material, the time and place will be indicated on the break-room bulletin board. Check it frequently for such notices.

4. You may study the printed resources in any room except the audiovisual room, where film and tapes are used. Feel free to discuss the materials with other workshop participants. Return resources to the central library as soon as you have finished so that other participants may use them. Please do not check out more than one resource at a time, and do not remove resources from the training area.

5. Upon beginning work on an objective, mark the date in the appropriate block on your Personal Progress Chart, and in the **upper diagonal** of the block opposite your identification number, e.g.,

on the criterion-referenced measure for each objective. The course manager will enter the date completed and initial on your personal progress summary. Your completion date will also be entered on the Master Progress Chart, e.g.,

.

6. You may take completed criterion-referenced measures to any of the course managers for review. We suggest you look at each other's work as you progress, however, so as to take advantage of various approaches.

*These rules were originally developed by Dale Oliver and Billy Koscheski.

APPENDIX C

INDUSTRY SERVICES LEADERSHIP DEVELOPMENT PROGRAM

This certifies that

_____ has successfully
Name

completed the prescribed program of study in industry services.

_____ Recognized _____
Employer Date

_____ _____
Director/Administrator Instructor/Supervisor

APPENDIX D

SAMPLE CONFERENCE AGENDA

INDUSTRY SERVICES LEADERSHIP DEVELOPMENT WORKSHOP

June 5-7

First Session – Tuesday, June 5

8:30-8:45 a.m.	Welcome	John M. Brown, Director Vocational-Technical Education Jack Peters, President Green County Junior College
8:45-9:45 a.m.	Overview of ISLD Program	Ray Walker
	Discussion of Local Industry Services Activities	James Hester
9:45-10:00 a.m.	Break	
10:00-10:30 a.m.	Workshop Procedure	Ray Walker
10:30-11:45 a.m.	Start modules on Obtaining Industry Services Agreements	
11:45 a.m.-12:45 p.m.	Lunch	
12:45-2:00 p.m.	Continue modules on Obtaining Industry Services Agreements	
2:00-2:15 p.m.	Break	
2:15-4:30 p.m.	Complete modules on Obtaining Industry Services Agreements	

4:30-5:00 p.m.	Group Discussion on Obtaining Industry Services Agreements	Ray Walker

Second Session – Wednesday, June 6

8:30-9:15 a.m.	Guest Speaker from Industry	
9:15-10:15 a.m.	Start Modules on Preparing for Training	
10:15-10:30 a.m.	Break	
10:30-11:45 a.m.	Continue Modules on Preparing for Training	
11:45 a.m. - 12:45 p.m.	Lunch	
12:45-2:00 p.m.	Continue Modules on Preparing for Training	
2:00-2:15 p.m.	Break	
2:15-4:00 p.m.	Complete Modules on Preparing for Training	
4:00-5:00 p.m.	Group Discussion on Preparing for Training	Ray Walker

Third Session – Thursday, June 7

8:30-8:45 a.m.	Discuss Problems Encountered and Third Session Plans	Ray Walker
8:45-10:00 a.m.	Start Modules on Monitoring Training Programs	
10:00-10:15 a.m.	Break	
10:15-11:45 a.m.	Continue Modules on Monitoring Training Programs	
11:45 a.m. -12:45 p.m.	Lunch	
12:45-2:00 p.m.	Continue Modules on Monitoring Training Programs	

2:00-2:15 p.m.	Break	
2:15-4:15 p.m.	Complete Modules on Monitoring Training Programs	
4:15-5:00 p.m.	Group Discussion on Completed Modules, and Workshop Summary	Ray Walker

APPENDIX E

SAMPLE FORM FOR EVALUATING PERCEPTIONS TOWARD ISLD PROGRAM

Instructions: **Please read each of the following statements carefully. You have a choice of five possible answers. CIRCLE the abbreviation which most closely represents your opinion.**

Read each statement and circle:

SA if you **strongly agree** with the statement.

A if you would tend to **agree** with the statement.

U if you are **undecided** about the statement.

D if you would tend to **disagree** with the statement.

SD if you **strongly disagree** with the statement.

(Circle only one response per statement.)

1.	Objectives of this program were clearly understood by me.	SA	A	U	D	SD
2.	Objectives of this program were **not** realistic.	SA	A	U	D	SD
3.	There was not sufficient time allotted for this program.	SA	A	U	D	SD
4.	The method (s) of presentation was (were) very good.	SA	A	U	D	SD
5.	The instructor (s) was (were) quite knowledgeable about the information and/or material presented.	SA	A	U	D	SD
6.	The information and/or materials used during the session were directly related to the objectives of this program.	SA	A	U	D	SD
7.	Information and/or materials presented in this program can be useful in my current area of responsibility.	SA	A	U	D	SD

8.	There was appropriate time for participant interaction (i.e., exhange of ideas, question and answer time, etc.).	SA	A	U	D	SD
9.	This program was boring.	SA	A	U	D	SD
10.	The information presented was too advanced to be useful.	SA	A	U	D	SD
11.	Possible solutions to problems I might encounter in regard to the program were **adequately** discussed.	SA	A	U	D	SD
12.	This program component stimulated me to think of using such approaches or ideas in my current work or program.	SA	A	U	D	SD
13.	The information and/or materials presented during this program were of a nature that I could share them with my co-workers or subordinates.	SA	A	U	D	SD
14.	This program stimulated and maintained my interest.	SA	A	U	D	SD
15.	This program dealt with the **abstract** and not the actual.	SA	A	U	D	SD
16.	The information presented was too elementary.	SA	A	U	D	SD
17.	Nothing used in regard to this program component was new or different for me.	SA	A	U	D	SD
18.	The instruction included adequate examples and illustrations to explain this program.	SA	A	U	D	SD
19.	This program component met or exceeded my expectations.	SA	A	U	D	SD

In regard to the entire program component, I would rate it as being: (Circle only **one** response.)

Of no use	Somewhat useful	Useful	Very useful	Essential
1	2 3	4	5 6	7

COMMENTS: (Please write comments on back of this sheet.)

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

Direct Inquiries To: Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Drawer DX, Mississippi State, MS 39762 (601) 325-2510